

8.R.1.1 Students can **apply** contextual knowledge of word origins to **extend** vocabulary.

Learning targets to meet this standard:

- Use context clues to determine meanings of unfamiliar words
- Become aware that words come from different times and places in the world
- Transfer knowledge of word origins to unfamiliar words

Verbs Defined:

- Apply – use or show
- Extend – expand

Key Terms Defined:

- Word origins – words originating from foreign languages
- Contextual – the sounds, words, or phrases adjacent to a spoken or written language unit

Teacher Speak:

Students can apply (use or show) their contextual knowledge (the sounds, words, or phrases adjacent to a spoken or written language unit) of word origins (words originating from foreign languages) to extend (expand) their vocabulary.

Student Speak:

I can use or show (apply) the sounds, words, or phrases adjacent to a spoken or written language unit (contextual knowledge) of words originating from foreign languages (word origins) to expand (extend) vocabulary.

Examples:

Possible resources/references:

8.R.2.1 Students can **analyze** text using comprehension strategies.

Learning targets to meet this standard:

- Know when text is understood and when it is not
- Make a relationship with the text (text-to-self, text-to-world, text-to-text)
- Identify main ideas and important information that are central to the meaning of the text
- Ask questions throughout reading
- Create visual images of the text while reading
- Hear, smell, taste, and feel in relation to the text
- Experience different emotions while reading
- Discover implied meanings
- Think ahead and make a judgment
- Predict what might happen next
- Form original ideas after reading
- Take what is known and learned and put it together into a new idea or thought

Verbs Defined:

- Analyze - Study or determine the relationship of the parts to the whole

Key Terms Defined:

- Comprehension Strategies:
 - Monitor for meaning
 - Make connections to text
 - Determine importance of ideas and details
 - Ask questions to clarify meaning
 - Connect sensory images to meaning
 - Make inferences
 - Synthesize prior knowledge and new information to create new knowledge

Teacher Speak:

Students can analyze (determine the relationship of the parts to the whole) text using comprehension strategies.

Student Speak:

I can determine the relationship of the parts to the whole (analyze) text using comprehension strategies.

Examples:

Possible resources/references:

Ellen Keene- *Mosaic of Thought*

8.R.2.2 Students can read fluently to comprehend grade-level text.

Learning targets to meet this standard:

- Apply the elements of fluency: accuracy, rate, phrasing, and expression

Verbs Defined:

Key Terms Defined:

- Accuracy - correctness
- Rate - words per minute
- Expression - voice inflection
- Phrasing - smoothness

Teacher Speak:

Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

Student Speak:

I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

Examples:

Possible resources/references:

8.R.3.1 Students can **examine** the author's use of literary elements in fiction, nonfiction, drama, and poetry.

Learning targets to meet this standard:

- Examine literary elements in various genres (historical fiction, science fiction, drama, novels, short stories, narrative poetry, character sketches, memoirs, and speeches)
- Identify characterization, setting, plot, point of view, and theme
- Identify conflict (external and internal)

Verbs Defined:

- Examine - evaluate in writing or speaking

Key Terms Defined:

- Literary elements – the commonly accepted structures that contribute to the whole of a story
 - Characterization – physical descriptions, dialogue, actions of the character, reactions to the character, thoughts and feelings of the character, and the narrator's direct comments
 - Setting – when and where the story takes place based on context clues; time and place
 - Plot – sequence of events in the story including exposition, rising action, climax, falling action, and conflict resolution
 - Point of View – the vantage point from which a story is told (first person/third person)
 - Theme – the central meaning of a literary work
 - Conflict – the internal and external struggles of opposing forces within literature (character v. character, character v. self, character v. nature)

Teacher Speak:

Students can examine (evaluate in writing or speaking) the author's use of literary elements (the commonly accepted structures that contribute to the whole of a story) in text.

Student Speak:

I can evaluate in writing or speaking (examine) the characters, setting, plot, point of view, theme, and conflict (literary elements) in text.

Examples:

Possible resources/references:

8.R.3.2 Students can **examine** the effects of the author's use of literary devices.

Learning targets to meet this standard:

- Review and define the literary devices
- Identify the use of literary devices in text
- Explain how the literary device affects the meaning of text

Verbs Defined:

- Examine - evaluate in writing or speaking

Key Terms Defined:

- Literary devices – a literary technique used by a writer to convey or enhance a story
 - Figurative Language (simile, metaphor, personification, alliteration, idioms, and onomatopoeia)
 - Imagery – words and phrases that create vivid sensory experiences for the reader
 - Rhyme scheme – the pattern of which rhyme sounds occur in poetry
 - Rhythm – the pattern of stressed and unstressed syllables in a poem
 - Repetition – repeating a sound, word, phrase, or line
 - Irony – change between what is expected and the outcome
 - Foreshadowing – hints or clues about events that will happen later
 - Mood – the feeling conveyed to the reader by the writer
 - Tone – the authors approach to a subject
 - Flashback – going back in time to clarify events in a story

Teacher Speak:

Students are able to examine (evaluate in writing or speaking) the effects of the author's use of literary devices (a literary technique used by a writer to convey or enhance a story).

Student Speak:

I can evaluate in writing or speaking (examine) the effects of techniques used by a writer to convey or enhance a story (literary devices).

Examples:

Possible resources/references:

8.R.4.1 Students can **compare** and **contrast** literature from different time periods and cultures dealing with similar themes and conflicts.

Learning targets to meet this standard:

- Examine a variety of literature from different time periods and cultures
- Identify recurring themes across literary works
- Identify a specific time period within a text
- Compare ideas, customs, and outlooks of a people within the context of the literature
- Contrast ideas, customs, and outlooks of a people within the context of the literature

Verbs Defined:

- Compare –communicate in writing or speaking how information is alike
- Contrast – communicate in writing or speaking how information is different

Key Terms Defined:

- Time periods – specific spans of time in the past, present or future
- Culture – groups of people based on age, gender, religion, ethnicity, and ways of life
- Similar – having a few characteristics that are alike
- Theme – the central meaning of a literary work
- Conflict – the struggle between opposing forces

Teacher Speak:

Students are able to compare (communicate in writing or speaking how information is alike) and contrast (communicate in writing or speaking how information is different) literature from different time periods (specific spans of time in the past, present or future) and cultures (groups of people based on age, gender, religion, ethnicity, and ways of life) dealing with similar themes (the central meaning of a literary work) and conflicts (struggles between opposing forces).

Student Speak:

I can write or talk about the similarities (compare) and differences (contrast) in literature from specific spans of time in the past, present or future (different time periods) and groups of people (cultures) dealing with similar central meanings (themes) and struggles (conflicts).

Examples:

- Themes could include but are not limited to: good v. evil, loyalty v. betrayal
- Time periods could include but are not limited to: colonization, views of slavery in Civil War novels, attitudes of those involved in westward expansion, Native American cultural influences, and the Holocaust

Possible resources/references:

8.R.5.1 Students can **evaluate** information and author's purpose about a topic **gathered** from informational text.

Learning targets to meet this standard:

- Determine accuracy of information
- Determine credibility of the source
- Determine the author's purpose (to inform, entertain, persuade, express an opinion)
- Describe how the type of informational source influences the information provided
- Identify types of sources:
Primary – the original person or text from which an idea, concept, or research came
Secondary – a reference that is quoting or interpreting information from the original creator

Verbs Defined:

- Evaluate – find the value of
- Gather – collect

Key Terms Defined:

- Informational text – print and electronic materials
- Author's purpose – the motive or reason for which an author writes

Teacher Speak:

Students can evaluate (decide the value of) information and the author's purpose (the reason for which an author writes) about a topic gathered (collected) from informational text (print and electronic materials).

Student Speak:

I can decide the value of information (evaluate) and the reason for which an author writes (author's purpose) about a topic collected (gathered) from print and electronic materials (informational text).

Examples:

Possible resources/references:

8.R.5.2 Students can recognize expository, persuasive, and procedural text.

Learning targets to meet this standard:

- Read and examine a variety of expository text
- Read and examine a variety of argumentative and persuasive text
- Read and examine a variety of procedural text

Verbs Defined:

Key Terms Defined:

- Expository text – writing that communicates information to advance learning
- Persuasive text – writing that tries to influence a reader’s thinking
- Procedural text - writing that shows specific steps toward accomplishing a goal

Teacher Speak:

Students can recognize expository (writing that communicates information to advance learning), persuasive text (writing that tries to influence a reader’s thinking), and procedural text (writing that shows specific steps toward accomplishing a goal).

Student Speak:

I can show what I know about different types (expository, persuasive, and procedural) of text.

Examples:

Expository – Historical documents, essays, and research reports

Persuasive – letters to the editor, editorials,

Procedural - how to read a bus schedule; how to bake a cake

Possible resources/references:

8.R.5.3 Students can **combine** new information with existing knowledge to enhance understanding.

Learning targets to meet this standard:

- Determine what is already known about a topic
- Compare and contrast existing knowledge with new information
- Combine existing and new knowledge to reach a new understanding

Verbs Defined:

- Combine – put together

Key Terms Defined:

- Existing knowledge – what I already know

Teacher Speak:

Students can combine (put together) new information with existing knowledge (what I already know) to enhance understanding.

Student Speak:

I can put together (combine) new information with what I already know (existing knowledge) to enhance understanding.

Examples:

K-W-L Chart

Possible resources/references: